**Pausing**

* + The purpose of pausing is to allow time for thinking. It is important to give time for your and the administrators’ thinking – thinking that will allow each of you to frame and elaborate your thoughts, and, therefore, your responses.
  + There are three critical times to allow this “wait time”: 1) after asking a question, 2) after receiving a response, and 3) while you are framing your own language. For example, the pause often occurs between the paraphrase of one response and the next question.

**Paraphrase**

* + Paraphrasing is what is sometimes called “signal listening,” where you share your understanding and support thinking with paraphrase forms.
  + These “paraphrase forms” include 1) ***acknowledgement and clarification*** – you are noting/calibrating content and emotions. An example might be, “I sense you are feeling frustrated with . . . .” 2) ***summarizing and organizing*** – you are making statements of themes, big ideas, and separating out any confusion or jumbled issues. An example might be, “ So you basically have taken three steps toward this action. They are . . . . And you seem to be looking for ideas or solutions that will take you to the next step.” 3) ***shifting the level of abstraction –*** you are paraphrasing to move the administrator to the next level in his/her own thinking or to focus him/her on concrete examples about which they have been talking. An example might be, “A concrete example of that thinking might be . . . .” or “So in our ‘real world,’ we might see . . . .”

**Inquire**

* + As the coach of this administrator, you are supporting their learning with open-ended questions, keeping these criteria in mind: 1) ask without judgments (if you are looking for a specific answer, it is not inquiry); 2) Use an approachable intonation and syntax that invites multiple responses; and 3) Focus on cognition that supports and enhances meaning making.

**Probe**

* + Probing is “digging deeper”; it is asking questions that clarify vague language, explore details, and generate examples. You are really looking for the Who? What? When? Where? and How? when you ask probing questions.

**Extend**

* + Extending conversation allows you provide data to help the administrator make discoveries and increase his/her own understanding by giving him/her information, by framing expectations, or by providing resources.

This summary is based on information from *Mentoring Matters – A Practical Guide to Learning-Focused Relationships* by Laura Lipton and Bruce Wellman with Carlette Humbard.